Senior High School Curriculum Guide

READING 10

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ACKNOWLEDGEMENTS

The Department of Education acknowledges with appreciation the contribution of the following members of the Senior High School Reading Ad Hoc Committee. The Ad Hoc Committee operated under the guidance of Secondary School Language Arts Committee and the Secondary School Curriculum Board.

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Note: *This is a service publication only.*

The Senior High School Program of Studies contains the official statement concerning Grade X Reading. The information in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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INTRODUCTION

Reading 10 is a course designed for those students who are reading measurably below their capacity levels. High ability students with low reading levels are definitely candidates for this course.

For the purposes of this course the following definitions will apply:

Developmental Reading - (60 to 65% of the school population).
These students require only the teaching of new skills as the reading expected of them becomes deeper and wider in scope. The responsibility for developmental reading must be undertaken by the subject area teachers as well as by the teachers of reading.

Corrective Reading - (about 35% of the school population).
These students could be considered educational casualties because of reading-learning difficulties. It is hoped that Reading 10 will aid these people in moving into the developmental stream.

Remedial Reading - (1 to 5% of the school population).
These students require teaching on a one-to-one basis, and are best handled in a clinical situation.

GENERAL OBJECTIVE

The objective of the course is to improve reading skills in order that students ultimately will possess a sense of achievement and be better prepared to cope with the enlarged world environment in which they live.

SPECIFIC OBJECTIVES

I. Increasing and enriching the student's vocabulary

II. Increasing and improving reasoning, viewing, listening, and learning skills and their usefulness in the content areas

III. Developing flexibility in reading rate

IV. Encouraging and increasing reading for pleasure

V. Encouraging the development of a positive and realistic self-image

(Additional objectives may be noted in the *Secondary School Reading Handbook*)

B A S I C M A T E R I A L S

The following basic materials are recommended for general use; however, special student interests and needs should also be considered.

Pooley, Grommon, Katterjohn and Magdanz, *Perspectives,* Scott, Foresman and Co. 1963.

Niles, Bracken, Dougherty and Kinder, *Tactics in Reading II,* Scott, Foresman and Co. Workbook Edition.

Smith, N.B., *Be A Better Reader, Book IV,* Canadian Edition, Prentice-Hall of Canada.

Science Research Associates, Inc., *Reading for Understanding,* Revised - General Edition. 1969.

S U P P L E M E N T A R Y M A T E R I A L S

Additional materials for meeting special student interests and needs are suggested in the *Secondary School Reading Handbook.*

COURSE CONTENT

The development of the specific objectives according to the needs and interests of the students encompasses the course content of Reading 10.

DETAILS OF SPECIFIC OBJECTIVES

I. *Increasing and enriching the student's vocabulary*

It is recommended that vocabulary work arise out of the reading, for the learning of isolated word lists is of little lasting value. Materials containing special vocabularies can be obtained from teachers in the content areas, including technical, vocational and business education.

It is further advisable that students become aware of their different listening, speaking, reading and writing vocabularies.

The following are suggested means of developing maturity in word study:

a) Building and increasing meaning vocabulary.

b) Increasing word recognition techniques:

1. Structural analysis, including syllabication and the study of roots, prefixes, and suffixes.

2. Drawing meaning from context, including direct and indirect explanation, and clues from examples.

3. Phonic analysis.

4. Dictionary and thesaurus skills.

II. *Increasing and improving reasoning, viewing, listening, and learning skills and their usefulness in the content areas*

Ideally, the reasoning and study skills appropriate to the content courses should be developed by the teachers in those areas.

a) The following skills are common to all areas:

1. Finding main ideas in sentences, paragraphs, articles and chapters in books.

2. Noting how details support and illustrate main ideas.

3. Adjusting reading rate and depth of comprehension to the reading purposes.

4. Distinguishing fact from opinion, reality from fantasy, and evaluating propoganda and advertising techniques.

5. Using primary and secondary references efficiently.

6. Developing locational skills - using encyclopedias and similar reference books, the card catalogue and reference tools like *The Reader's Guide to Periodical Literature*.

7. Organizing ideas in proper sequence and logical order for understanding, review and presentation.

8. Developing viewing and listening skills. Because of the trends in education and the world at large, the need for improving viewing and listening skills has become critical.

b) Suggested skills required in the content areas:

1. English Language Arts

The students should be able to understand and appreciate literature by:

i. understanding the general significance through identifying the stated or implied main ideas in paragraphs, chapters, books, poetry, scenes from plays, and other literary selections;

ii. realizing that details support, illustrate, and add color and life; and

iii. recognizing the reliability and relevance of context.

2. Social Studies

The students should be able to develop the necessary concepts by:

i. relating ideas and drawing inferences, and understanding time and space relationships; and

ii. reading and studying effectively by using study methods such as *SQ3R (Survey, Question, Read, Recite, Review)*; understanding visual and graphic materials such as globes, charts, graphs, and diagrams; and making useful notes.

3. Mathematics

The students should be able to improve skills by:

i. understanding specific vocabulary, word roots, symbols of mathematical operations, and spatial, temporal and quantitative relationships; and

ii. solving problems which involve reading facts, seeing relationships (inferences), estimating (predicting outcomes), and testing results.

4. Science

The students should be able to achieve better understanding by:

i. formulating hypotheses, organizing ideas and understanding relationships, inferring important ideas and relationships from data;

ii. collecting information, differentiating fact from fiction and opinion, weighing evidence, understanding visual materials, and following directions; and

iii. testing conclusions, recalling information and predicting outcomes.
(Refer to the *Secondary School Reading Handbook*, pp. 57-99)

III. *Developing flexibility in reading rate*

Students should be encouraged to approach each reading situation with the understanding that reading rate is based upon the reader's purpose, his experiential background, and the difficulty of material.

Some of the purposes for which varying reading rates are required are listed below:

a) Previewing with a purpose:
   1. Assigned reading
   2. Selective reading for information
   3. Recreational reading

b) Scanning for isolated facts

c) Skimming for information or impression

d) Reading for pleasure
(Details may be found in the *Secondary School Reading Handbook*, pp. 45-51)

IV. *Encouraging and increasing reading for pleasure*

Newspapers and magazines, as well as contemporary autobiographies and fiction in paperback, are useful for developing student interest in reading. Since many students have little opportunity for this kind of reading, and as this ought to be a pleasurable experience, considerable class time should be provided.

V. *Encouraging the development of a positive and realistic self-image*

Students with reading-learning difficulties often have acquired a negative view of themselves. Frequently they have a record of failure in many subject areas. Therefore, it is vital for the

students, at the initial stages of the reading program, to achieve a feeling of success. They should be given work they can handle and which in turn will help develop a sense of achievement.

A program of this nature demands an emphasis on the individual approach. Background information from previous records on the student's health and emotional stability should be studied. The provision of a relaxed but structured atmosphere is conductive to the development of a positive self-image.

At times, reading teachers may find it necessary to act as liaison personnel between their students and other teachers in the subject areas to provide assistance with the transfer of skills.

Where guidance counsellors and school psychologists are available, they could be invited into the classroom to talk about the psychology of learning and various problems common to many young people.

S E L E C T I O N O F S T U D E N T S

Individualized student programming in our high schools makes it imperative that criteria for the selection of Reading 10 students be established. Various means should be used to identify potential students and encourage them to select Reading 10 as an elective.

Suggested criteria, in order of priority, for selection and identification of students:

a) A student's interest and desire to improve his reading ability

b) Junior high school teacher observations and recommendations

c) Direct counselling of students who reveal a need for extending existing reading skills

d) The results of the Grade IX provincial reading test

e) The results of the Grade IX provincial ability test

It should be noted that liaison between junior and senior high schools is essential, not only for effective selection of students, but also for a greater understanding of the nature of this program.

D I A G N O S I S

Once registered in Reading 10, students should be given both a formal and an informal diagnostic reading test to ascertain individual strengths and weaknesses in reading skills (for a list of current reading

tests see *Secondary School Reading Handbook*, Appendix I.) Teachers should define their objectives for testing in terms of the use which they will make of the tests.

A formal standardized diagnostic reading test should be administered at the beginning and at the end of the term. Instructions for administering, marking and interpreting such standardized tests must be followed closely if the comparative results are to be valid.

Informal teacher-made tests should be used to identify specific individual weaknesses. Great care should be taken in constructing such tests to meet the desired objectives.

The information obtained from the testing program will assist teachers in structuring both individual and small group learning experiences.

The success of this program depends directly upon the student's awareness of his reading weaknesses and the role reading plays in his life.

S U G G E S T E D M E T H O D S

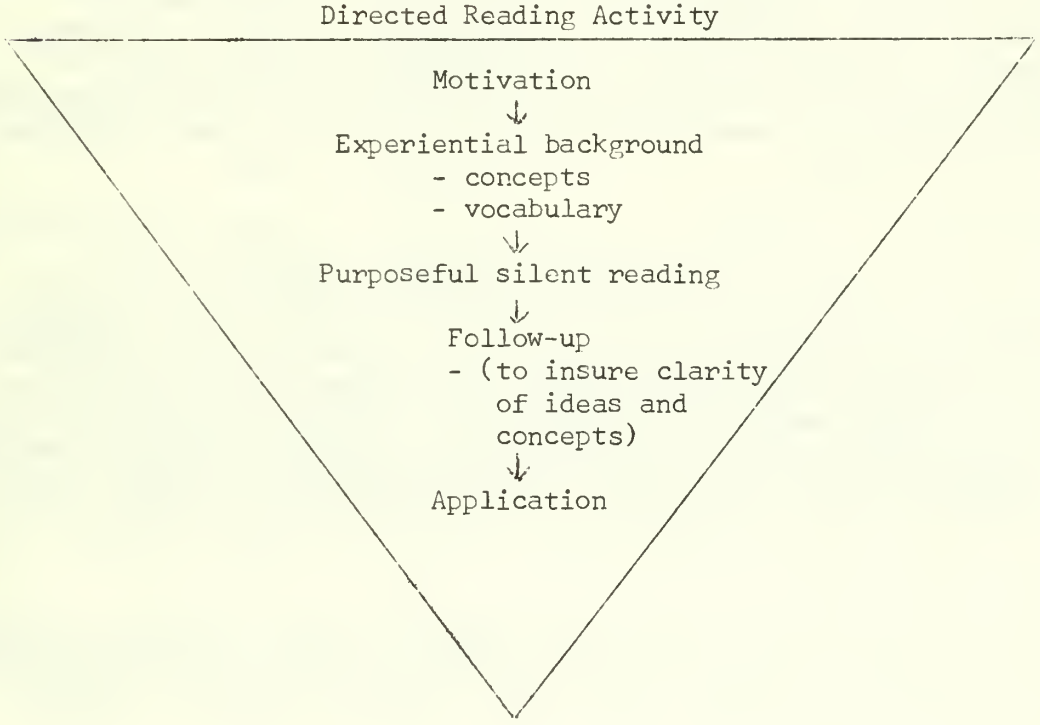
A. INCREASING AND ENRICHING THE STUDENT'S VOCABULARY

The inefficient reader makes little headway in increasing his reading vocabulary on his own, but he can learn to read widely with awareness if he is given help and reading materials at his instructional reading level.

What is suggested, then is to bring certain key, interesting or difficult words to the attention of students. This can be done in all subject areas through the directed reading activity.

The Directed Reading Activity

The directed reading activity may be diagrammed as follows:



Notice that the greatest amount of time, as represented by the larger portion of the triangle, is spent before the actual reading takes place.

Preparation for Reading

In this introductory step the teacher takes time to motivate. This motivation should be aided by such steps as building on a background of varied experiences, setting purposes for reading, examining basic concepts related to the selection and previewing troublesome vocabulary. Students should be made aware that they have at least four vocabularies: the receptive vocabularies of listening and reading and the expressive vocabularies of speaking and writing.

Students need to be taught word attack skills required in handling new words. Skills involving the use of configuration
context
phonics
structure analysis
dictionary
are all of value in dealing with troublesome vocabulary.

Configuration

The first way of unlocking words is through configuration. Certain words are known by the way they look. One such word is "the". One does not break down that word but simply knows it, or recognizes it, from its configuration.

Context

Another way is through context. Here one should remember that a word does not have a meaning but many meanings. The word "run", for example, has over 30 meanings. "Slug" and "date" also have many meanings. Somewhat related to these multi-meanings of words are phrases that do not mean what they actually say -- these idioms, like "kick the bucket", are often stumbling blocks for students learning a second language.

Phonics

This approach requires the student not only to have syllabication skills but also phonics skills so that he may sound out a word. A teacher should check all his students to ensure that they can sound out words that appear unfamiliar. A simple way to do this is by having a child sound out nonsense words, like "jaggernating" or "repliscity". With a list of only five or ten such words the teacher can easily check each student. If a student cannot pronounce these words , he should be given help in developing phonic skills.

Structural Analysis

Another approach is by structural analysis: roots, prefixes, suffixes. The following 14 "keys" from James I. Brown's *Programmed Vocabulary* (Appleton-Century-Crofts, 1964) will unlock over fourteen thousand words.

Derivations

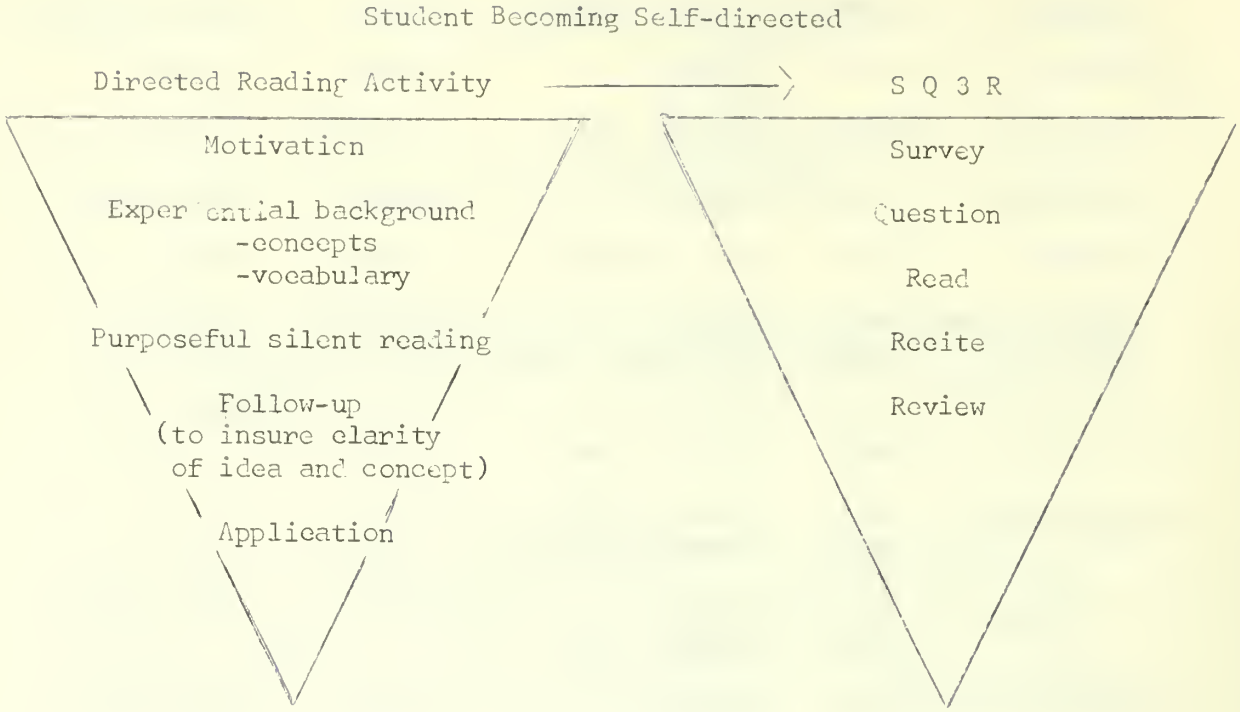
	Words	Prefix	Common Meaning	Root	Common Meaning
1.	Precept	pre-	(before)	capere	(take, seize)
2.	Detain	de-	(away, down)	tenere	(hold, have)
3.	Intermittent	inter-	(between, among)	mittere	(send)
4.	Offer	ob-	(against)	ferre	(bear, carry)

	Words	Prefix	Common Meaning	Root	Common Meaning
5.	Insist	in-	(into)	stare	(stand)
6.	Monograph	mono-	(alone, one)	graphein	(write)
7.	Epilogue	epi-	(upon)	legein	(say, study of)
8.	Aspect	ad-	(to, towards)	specere	(see)
9.	Uncomplicated	un- com-	(not) (together, with)	plicare	(fold)
10.	Nonextended	non- ex-	(not) (out, beyond)	tendere	(stretch)
11.	Reproduction	re- pro-	(back, again) (forward, for)	ducere	(lead)
12.	Indisposed	in- dis-	(not) (apart, not)	ponere	(put, place)
13.	Oversufficient	over- sub-	(above) (under)	facere	(make, do)
14.	Mistranscribe	mis- trans-	(wrong) (across, beyond)	scribere	(write)

Dictionary

This step is a last resort in developing vocabulary and should be used with extreme caution. If the student has been unsuccessful in attacking a new word, the teacher should attempt to help the student over the existing difficulty rather than by simply sending him to the dictionary. The use of the dictionary and thesaurus is most effective when the student is self-motivated.

Another triangle may be added to the original diagram to show how the student becomes self-directed.



This particular section of the guide has dealt with the first two steps of the directed reading activity where formal vocabulary development should be emphasized. An explanation of the other steps of the directed reading activity, guiding the reading, interpreting the story, developing necessary skills and abilities, and extending interests, can be found in many of the guide books accompanying the elementary basal readers and in professional reading texts such as *Improving Reading in Secondary Schools* by Lawrence E. Hafner (Macmillan, 1967).

B. INCREASING AND IMPROVING REASONING, VIEWING, LISTENING AND LEARNING SKILLS AND THEIR USEFULNESS IN THE CONTENT AREAS

A basic instructional concept applicable to all subject areas is that of interaction between the reader and writer or the speaker and listener. Accurate communication depends upon shared vocabularies, experiences and concepts.

Problem Areas, Experiences and Connotations

Experiences lead to concepts but different attitudes can exist in different areas regarding abstract concepts like justice, honesty or progress. Discussion of these differences could result in increased communication.

Furthermore, a student's personal experiences may interfere with his understanding of the writer's or speaker's intended connotation. Once the writer/speaker has been understood then the personal experiences may be used to make judgemental values.

Poor Listening Habits

A student may hear the teacher without listening to what is being said. Dr. Ralph Nichols of the University of Minnesota points out ten habits which result in ineffective listening[1]:

1. Calling the subject uninteresting.

2. Criticizing the speaker's presentation.

3. Getting over-stimulated and not withholding evaluation until comprehension is complete.

4. Listening only for facts rather than the main ideas, principles, concepts, etc.

5. Trying to make an outline out of everything rather than waiting to grasp the speaker's plan and then acting accordingly.

6. Faking attention instead of listening actively.

7. Tolerating or creating disturbances.

8. Avoiding expository presentations.

9. Letting emotion-laden words tune out the speaker.

10. Wasting the differential between the speed of speech and the speed of thought.

Students can be encouraged to improve their attitude toward listening by having these weaknesses explained and discussed. For the student who is impressed with statistics, the fact that forty-five percent of our waking hours is spent in listening may emphasize the need for effective listening habits.

Suggestions for developing listening skills

1. Teach the students to
   a) anticipate the speaker's points
   b) identify the speaker's evidence
   c) mentally recapitulate at appropriate intervals.

2. Give directions, starting with one and increasing to more.

3. Tape directions for activities to be done.

4. Have the students shut their eyes and write down what they hear.

5. Tape sounds and have the students identify them.

6. Have students listen to the sound of a movie and tell what it suggests.

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[1] Nichols, Ralph, *Listening Is Good Business*, Audio-Visual Branch, Alberta Department of Education, (tape).

The Role of the Subject Area Teacher

Better communication between subject area teachers and students can result when consideration is given to:

1. discovering the student's experiential background in order to fill in gaps to facilitate understanding of new material;

2. explaining to the students how to approach reading in particular areas like mathematics and science; and

3. encouraging students to read up-to-date materials in the various fields and in this way to become their own teachers.

Viewing Skills

It is necessary for the teacher to preview materials to ensure their suitability for the instructional purposes.

Student note-taking while viewing interferes with the viewing activity; however, the students may be required to summarize, following the presentation of the material.

The development of different abstract concepts can be reinforced with appropriate films; in this way the listening and viewing skills can support each other.

Students should be aware that viewing is not confined to films, television and filmstrips, but also includes pictures, paintings, cartoons and comic strips.

Suggested Viewing Activities

1. Students can be encouraged to appreciate the value of illustrations in their reading materials by finding pictures depicting emotions and attitudes or by creating thematic collages.

2. Students can be asked to tell what they gain from a movie when the sound is turned off.

3. The contribution of the setting to the effectiveness of the play and the importance of stage movement indicating conflict between characters can lead to meaningful discussion.

4. Students could also be encouraged to watch for stereotyped techniques used in depicting good and evil.

Anything used for comprehension and critical reading can be adapted to teaching listening skills. Improvement in any one area usually results in improvement in other areas.

C. DEVELOPING FLEXIBILITY IN READING RATE

The student should be made aware that increasing his reading rate allows him to become a flexible reader (the mature reader is the flexible reader, skimming some materials at 1,000 words a minute and reading other materials, like poetry, at perhaps 25 words a minute). The concept of flexibility involves the purpose for reading, the experiential background of the reader, and the material being read.

a) *Purpose*

People read differently when studying for a test, when looking for a number in a telephone book, or when browsing through a library book to determine if it is worth reading.

b) *Background*

If a person wants to read faster than 800 words a minute, he must skip words, filling in what he misses by using his own background of experience, taking care, of course, not to distort the meaning.

c) *Material*

Material read in the local newspaper about physics, for example, is probably easier to read than material about physics contained in a textbook.

d) *Speed Reading*

In a very real sense, speed reading is merely a form of skimming. Nearly everyone can double his reading speed (the average adult reading speed is about 250 to 300 words per minute) and maintain comparable comprehension.

There are three main ways of increasing reading rate. Two of these involve the use of machines such as controlled pacers and tachistoscopic devices (guided readers). The third way involves the use of paperback books. Nearly all the research evidence on methods of increasing reading rate indicate that, at this moment, what can be done with a machine can be done as well, if not better, without a machine. Although some students in every class may work better with machines, the majority can be helped by the paperback method. This method requires a minimum of 40 minutes for the three basic steps of pretesting, drill, and post-testing using one paperback.

Pretest

In the first step use a class set of paperbacks with an easy readability level; for example, *The Red Pony*, by John Steinbeck, or *Anthem*, by Ayn Rand. Direct each student to read for ten minutes for the purpose of finding what the story is about. Tell the students that they will be asked questions on what they have read. At the end of the ten

minutes have the students compute their approximate rate in words per minute (the average number of words per page multiplied by the number of pages read, divided by ten minutes of reading time). Then distribute a ten question multiple-choice factual quiz based on the first few pages of the book.

After this pretest of rate and comprehension, it would be valuable, if time permits, to explain such terms as fixation, recognition span, vocalization, and regression, and their relationship to the reading process.

1. Fixation

   When one reads, the eyes do not move along the line smoothly. They "bounce" or fixate. Most people fixate on nearly every word, stopping for about one-fourth of a second. To induce phrase-reading and thereby reduce fixation time, teachers might ask students to focus above the line of type, on the white, rather than on the line.

2. Recognition Span

   When most people fixate they see only one word, but eye photographs have shown that when a reader focusses on a printed page about sixteen inches away, he is physically capable of perceiving up to two inches of print.

3. Vocalization

   Occasionally, a reader can be observed moving his lips while reading silently. This may be simply a bad habit, in which case the reader may only need to have it brought to his attention. If he needs to hear the words to comprehend the material, the need for individual help is indicated.

4. Regression

   This term refers to consistent rereading of words and phrases, sometimes merely a bad habit but at other times symptomatic of more serious problems.

Drill

In the second step the reader is required to scan each page under time pressure. For the first two minutes of this exercise, the student is allowed eight seconds a page; for approximately the next two minutes, seven seconds a page and so on down to two seconds a page (for perhaps a half minute only) and then immediately up to eight seconds a page. During the initial stages of this exercise the teacher may count aloud to indicate seconds elapsed. In the final stages of the exercise the time cues may be reduced.

The primary objective of this exercise is to accustom the eyes to move vertically. Students should be told that they probably will not understand what is on each page but not to worry--they should try

merely to grasp phrases as they look down the page. They should understand that the purpose of the exercise is to move the eyes in a different manner down the page; that is, vertically.

The teacher will need to demonstrate the countdown exercise. He should show the student that he might use his dominant hand to pace himself vertically down the page.

The whole countdown exercise takes about 15 to 20 minutes (perhaps a few minutes longer the first time to make sure that all the students understand the procedure). Most students probably will find the final 8 count somewhat slow, relatively speaking, after the other speeds. It should be stressed that comprehension will be minimal during this practice.

Post-Test

The final step employs the same test procedures used in the pre-test but is based on the last 20 pages of the same book.

The paperback method usually shows the student that he is able to increase reading rate without loss of comprehension.

Note: A comprehension score of 70% based on the number of items completed generally is considered satisfactory because the students were told to read for a general purpose but were checked with a detailed test.

In nearly every class there will be some students who cannot profit from this method. They may be highly compulsive individuals who must look at every single word, or perhaps, for other reasons, they do not relate as well to books as they do to machines. The teacher should watch for these few students so that they may be given the opportunity to increase their rate through other methods.

Within one session, the majority of students will experience considerable success. However, modifying any habit takes time: a permanent change cannot be accomplished in one session, and it is recommended that, based upon the particular group involved, the teacher use his judgment as to the number of sessions required. After each session, students should be encouraged to apply this skill to the reading of text books, as it is basically the survey part of the SQ3R method.

D. ENCOURAGING AND INCREASING READING FOR PLEASURE

One of the reasons for students not reading for pleasure may be that they simply do not know what items of interest can be found in the available sources. Part of the reading teacher's duties should be to allow time for students to leaf through books, paperbacks, magazines, newspapers and other publications, and to give them some direct encouragement and direction in their use.

Paperbacks

Probably because they look more casual, more personal, more modern and are easier to handle and carry than hard cover editions, paperbacks have a widespread appeal. Students respond well to recommendations for their use.

Suggestions for the use of paperbacks in the reading class:

1. Teachers regularly may read interesting excerpts from available paperbacks and encourage students to do the same for the rest of the class.

2. Where listening stations are available, students could embark upon a project of building a cassette or tape bank of these readings for the interest and use of other students.

3. Effective room libraries can be built from student and staff contributions of paperbacks.

4. Because paperbacks often contain current material and are cheaper and more readily available than hard-cover books, interest because of their topical significance can be generated.

Magazines

School libraries often reflect a negative correlation between the magazines available and those regularly read by students. Library magazine subscriptions should be closely related to student interests.

Surveys have indicated the following preferences:

Life, Time, Newsweek, Look, Seventeen, Hot Rod, Sport, Ingenue.

Only some of these appear in typical school libraries. Other useful titles would be *Mad, Natural History, Science Digest, Macleans,* and *Mankind.* In addition to their usefulness as teaching materials, *Literary Cavalcade, Scholastic,* and *Scope* prove of interest for casual reading.

Magazines such as *Saturday Review, Harpers,* and *Atlantic* are often not read, especially by students with reading problems, yet do and should appear in most libraries. If we wish to upgrade student tastes for better magazines, some positive action on the part of the reading teacher is required. Perhaps the most important concept would be simply to encourage students to read magazines which they find interesting and to investigate those titles with which they are unfamiliar.

If the school library is unable to supply all the magazines which students like to read, perhaps the teacher could develop a classroom library to which students contribute.

A suggested procedure for magazine study:

1. Ask students for names of magazines. List these on the blackboard.

2. Assemble into categories based on points of similarity and suggest titles "slick", "quality", "pulp".

3. Discuss audience for whom each magazine is intended, types of stories and articles, type of advertising, and cost of magazine.

4. From here, the teacher can move in a variety of ways. Discussions of public opinion and the formation of it (especially where magazines are concerned), propaganda techniques, and the reality of censorship (direct or indirect) would be beneficial. Movie and book reviews can also stimulate interest and discussion.

There are many ways of meeting today's reading needs through use of magazines in the classroom, and the degree of imagination on the part of each teacher will determine the extent to which these ways are provided for the students.

Newspapers

Students should be given time in class to read magazines, newspapers, and other publications that appeal to them. The value of this reading could be enhanced if a portion of this time is used for directed reading by the teacher.

Suggestions for use of the newspaper:

1. Discuss the following:

   News--hard--interpretive. What elements make a story newsworthy?
   Comment--Editorial policy. Who makes evaluations? Why is comment necessary?
   Advertisement--Display ads. Cost? Classified ads. Cost? What different purposes are served? What constitutes a good ad? What benefits come from advertisements? What are the harmful effects of advertising?
   Entertainment--Is "Ann Landers" entertainment or a "reader help"? As a writing follow-up, one-half of the class may write of problems to the "Ann Landers" of the other half who attempt responses. "Teen Dateline" could serve a similar purpose.
   Miscellaneous--A considerable amount of material in the newspaper cannot be classified as news, comment, ad, or entertainment. It is there simply to provide a service. What would a newspaper be without it?

2. Students can be asked to write news stories and commentary.

3. Local newspapers will often provide free copies for classroom study. Usually kits of materials are available on request.

4. Films on the newspapers can be obtained; perhaps a tour through a newspaper building can be arranged.

5. Copies of foreign and out-of-town newspapers are valuable for the purpose of comparison and contrast; *The Daily Mirror*, *The Los Angeles Times* and *The New York Times* elicit considerable interest.

E. ENCOURAGING THE DEVELOPMENT OF A POSITIVE AND REALISTIC SELF-IMAGE

The concern and interest shown by the teacher fosters the development of a positive and realistic self-image.

Classroom Atmosphere

The reading class should have an informal, friendly atmosphere with the teacher and students setting the standards for acceptable behaviour. With group work and individualized instruction, rigid structuring may have to be abandoned in favour of a classroom situation which emphasizes control rather than discipline.

New Successes

An atmosphere of success should prevail in the reading classroom. The student should not be required to use the same or similar material with which he has not succeeded. New materials and approaches may be found in professional publications such as *Reading Improvement* (available from P.O. Box 125, Oshkosh, Wisconsin), *Journal of Reading* (available from International Reading Association), and *Media and Methods* (available from P.O. Box 20808, Philadelphia, Pennsylvania).

Success may also depend upon the variety of questions presented to individual students. To some students, for instance, the teacher may wish to give questions that are primarily content oriented; whereas to other students, the teacher may give inferential or judgemental questions. In the daily work, material of differentiated reading difficulty should be used so that every student may achieve a measure of success.

Heritage

The teacher who tactfully makes a student proud of his background and heritage helps to develop a positive image. Reasonable expectations for the student, regardless of his socio-economic background, help develop a positive self-image. Critical thinking, which may lead to critical reading, may be advanced by small discussion groups dealing with problems such as stereotyped connotations associated with terms like Indian, Metis, Negro, American, Ukrainian, Jew, mother, poet, etc.

Interaction With Counsellors

As a result of the above group discussions, people involved in guidance in the school may be invited into the classroom. The purpose would be to help students get clearer self-images and a little better understanding of themselves. The counsellor or psychologist may also answer general questions related to learning principles.

If the student is to develop a positive and realistic self-image, the teacher must help him to do so by looking upon him as a unique and special individual with talents still to be realized.

E V A L U A T I O N

Evaluation of the Reading 10 program relates to the aims and objectives of the course. Measuring devices such as standardized reading tests, informal teacher-made tests, check lists, oral reading and informal interest inventories may be used.

Using Standardized Tests

A common method of evaluating the progress of the high school student in the reading program is by the use of the standardized reading test. See the *Secondary School Reading Handbook* for further information.

These tests give a general picture of the student's ability in rate, vocabulary and comprehension. They fail to reveal a number of items:

a) the extent to which a student integrates reading into his life experiences;
b) the use of the reading skills in the content area;
c) the level and type of reading material that the student would choose voluntarily; and
d) the flexibility of reading rate.

Many of these items could be measured through informal testing, teacher observations and judgement, and classroom assignments.

Using Informal Tests

Teacher-made informal reading tests, which the teacher administers before and after the introduction of a new skill, are useful in evaluating progress. The pretests determine the skill readiness or the experiential background of the student. The post-tests evaluate the ability of the student to use the reading skill presented. If questions of similar difficulty are used before and after teaching, evaluation is more directly related to the new skills.

Using Interest Inventories

Through the use of information obtained from interest inventories, the teacher may motivate the student. If the corrective reader can be persuaded to read in an area in which he already has some interest, learning is more likely to take place.

Observing By The Teacher

The atmosphere within the classroom is an indication of the success of the program. If the students demonstrate that they are more alert to a class presentation, have greater ability to use a textbook or complete an assignment, have a richer vocabulary and are reading more newspapers, magazines and books, at least some of the objectives of the course have been met.

Obtaining Information About Students

Evaluation depends on student reaction to the material presented and to the total background which the student brings to the classroom situation.

Credit Evaluation

When consideration is given to the assigning of credits at the end of the Reading 10 course, it is recommended that credits be given under the following considerations:

a) that a student has performed reasonably well; and
b) that a student has applied sufficient effort.

Total Program Evaluation

Evaluation is a daily activity. Dr. Roy A. Kress states: "In a very real sense, the master teacher gives a group informal test with each lesson that he teaches in the classroom. Evaluation is an integral part of his teaching because he realizes that without it, he cannot know what or how to teach. Only when he feels that he still lacks the necessary information about a student's grasp of certain skills and abilities does he feel it necessary to rely on individual tests."[2]

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[2] Kress, Roy A., "Identifying the Reading Difficulties of the College Bound Student," *Vistas in Reading* - Proceedings of the Eleventh Annual Convention of the International Reading Association (Neward: International Reading Association, 1967), Vol. II, Part I, p. 259.

A P P E N D I X

INFORMAL CHECK LIST

DIRECTIONS: Complete the following sentences to express how you really feel. There are no right or wrong answers. Put down what first comes into your mind and work as quickly as you can. Complete all the sentences and do them in order.

1. Today I feel _____

_____

2. When I have to read, I _____

_____

3. I get angry when _____

_____

4. To be grown up _____

_____

5. My idea of a good time _____

_____

6. I wish my parents knew _____

_____

7. School is _____

_____

8. I can't understand why _____

_____

9. I feel bad when _____

_____

10. I wish teachers _____

_____

11. I wish my mother _____

_____

12. Going to college _____

_____

13. To me, books _____

_____

14. People think I _____

_____

15. I like to read about _____

_____

16. On weekends, I _____

_____

17. I don't know how _____

_____

18. To me, homework _____

_____

19. I hope I'll never _____

_____

20. I wish people wouldn't _____

_____

21. When I finish high school _____

_____

22. I'm afraid _____

_____

23. Comic books _____

_____

24. When I take my report card home _____

_____

25. I am at my best when _____

_____

26. Most brothers and sisters _____

_____

27. I'd rather read than _____

_____

28. When I read math _____

_____

29. The future looks _____

_____

30. I feel proud when _____

_____

31. I wish my father _____

_____

32. I like to read when _____

_____

33. I would like to be _____

_____

34. For me, studying _____

_____

35. I often worry about _____

_____

36. I wish I could _____

_____

37. Reading science _____

_____

38. I look forward to _____

_____

39. I wish someone would help me _____

_____

40. I'd read more if _____

_____

INDIVIDUAL INTEREST INVENTORY

1. Do you like to read? Check one answer.

   a little ____ a lot ____ not at all ____ an average amount ____

2. Did you know how to read before you started school? _____

3. Did someone read to you before you entered school? _____

4. If so, did they read to you a little _____ a lot _____

   an average amount _____

5. How many comic books do you read each week? _____

6. What are your favourite comics? _____

7. List your three favourite comic strips, or cartoons in the newspaper.

   1.
   2.
   3.

8. Do you read any newspaper? _____

9. If so, which one? _____

10. What do you like about them?

11. What three living men do you admire most in the world?

12. What three living women do you admire most in the world?

13. Who are your favourite heroes (men or women) from the past?

14. What hobbies do you have?

15. What are your favourite television programs?

16. On the average, how many hours of television do you watch per day? _____

17. Do you listen to the radio? If so, what programs?

18. List three movies which are favourites of yours.

    1.
    2.
    3.

19. Who are your favourite movie stars?

20. What are the three best novels you ever read?

21. What men or boys from fiction or non-fiction do you remember best?

22. What women or girls from fiction or non-fiction do you remember best?

23. If you could buy as many books as you wanted, what would they be?

24. What do teen-agers read about?

25. If you wanted to write a book, what would you write about?

26. How do you think others in your class would like it? What would they like about it?

27. What books have you read that you disliked very much? Why?

28. If you had three wishes, what would they be?

    1.
    2.
    3.

29. What magazines do you like best? List three.

    1.
    2.
    3.

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